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ABSTRACT

This 4-year study investigated the preservice lives of four elementary teacher education students to determine their inductive characteristics and their concerns and priorities. Journals kept during the junior year field experience and later student teaching were the primary source for determining the concerns and priorities. Six general categories were used to establish a global picture of each student's concerns: (1) self-assessment, (2) view of work, (3) practical skills, (4) attitude, (5) personal relations, and (6) commitment to teaching. The journals were analyzed, and interviews were conducted with the students after their student teaching experience. Questionnaires were submitted to their cooperating teachers, and interviews were conducted with their college supervisors. Data obtained from the study of the four students are depicted graphically, and profiles of two subjects are developed in order to move beyond the data into reviewing and perfecting student and program analysis. The study addresses the problem of how preservice teacher concerns and priorities may be considered in undergraduate teacher education programs, and how these concerns are similar to those of first year inservice teachers. A list of categories for journal entries is appended as well as student interview schedules, the questionnaire for cooperating teachers, and the college supervisor interview schedule. (JD)

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Students to Teachers:
Comparative Profiles of Induction

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Students to Teachers:

Comparative Profiles of Induction

Introduction

For four years, a colleague and I have been investigating the preservice lives of four elementary teacher education students using a variety of instrumentation. We have used the following methods to determine the inductive characteristics of these four students and to uncover their concerns and priorities:

- studying personal data from student records and autobiographical statements;
- analyzing journal entries from journals kept during the junior year field experience, and the later student teaching experience;
- using post-student teaching interview data from students;
- using interview and questionnaire data from college supervisors who worked with the students;
- using questionnaire data from cooperating teachers who worked with the students.

The journal entries were used as the primary source for determining the concerns and priorities indicated by the teachers-in-training. We used journals of field work to determine "domains (general categories) and included terms (subcategories)" (Spradley, 1980) that appeared with some frequency in the writings of several field

experience students. The domains and included terms were refined further while the investigators worked with the journals of the four students. There were a total of 32 included terms (subcategories) deduced at the end point of this preliminary study, and these clustered naturally into six general categories or domains. Some examples may be helpful.

DOMAIN	INCLUDED TERM	JOURNAL ENTRY
Assessment	self assessment	I think I did a good job today.
View of Work	organization of class activity	I can see that pacing for reading groups is needed.
Practical Skills	an idea works	We got a chance to copy down neat bulletin board ideas.
Attitude	anxiety	I can't wait for Friday!
Personal Relations	interaction with child	Sarah gave me a nice hug on her way to lunch.
Investment	commitment to teaching	Teaching means so much to me now.

See Appendix I for the complete system used.

The six general categories were used to establish a global picture of each student's concerns and priorities. These were helpful in presenting the patterns and variations in the student comments, and they permitted comparisons among the four students studied. Graphing the percentages for the general categories helps to show the comparisons of the journal analysis for the four students. See Figure 1.

When the journal analysis was completed, the investigators then generated interview schedules and questionnaires to assess the students' later perceptions of the domains established and to determine if supervisory personnel were aware of the concerns/priorities that students expressed in their journals. These schedules were: (1) interview questions for use with students after student teaching, (2) questionnaires for cooperating teachers who worked with the students in their field experiences or in student teaching, and (3) interview questions for college supervisors of the field experience and student teaching. The interview formats are shown in Appendices II, III, and IV.

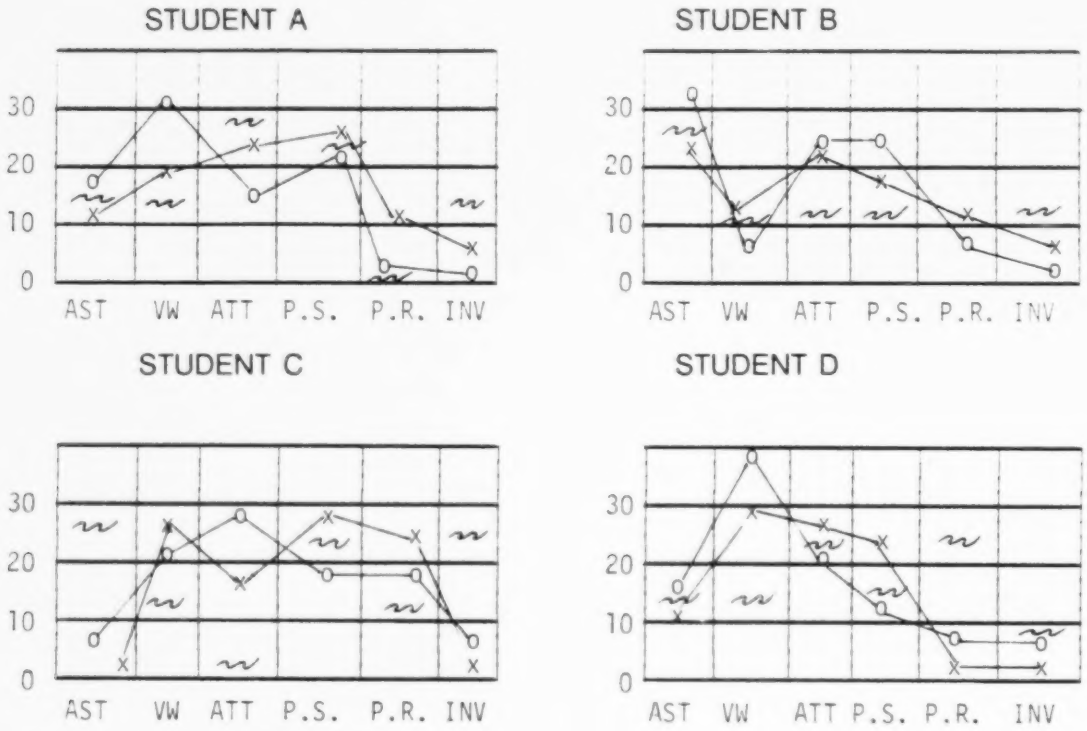
Each journal was read by both investigators and consensus was reached on the subcategories. The entries for each domain (general category) were then quantified and totals were converted to percentages to allow for comparisons among the four students.

An arbitrary scale was devised to present the range and the magnitude of the priorities that the students evidenced for each of the general categories (domains). This is as follows:

20% or more of total entries	= high priority (concern)
10% to 20% of total entries	= medium priority (concern)
1% to 10% of total entries	= low priority (concern)
no entries	= no evidence

Figure 1 shows graphs of the four students with the scale for the general categories noted. This permits a picture of the emphasis in the six domains and, also, changes from the first experience to the second.

Figure 1. Profiles of Students' Journal Entries



Key: o = Jr. Field Exp. x = St. Thg. ~ = Post St. Thg. Intv.

An interview/questionnaire seeking information about the six domains was used by one of the researchers with each college supervisor. Typescripts were made of the audio-tapes and consensus was reached as to whether the supervisor answered or did not answer the questions. For statements where the supervisor did answer, the information given was judged as representing a high, medium, or low concern for the student in question.

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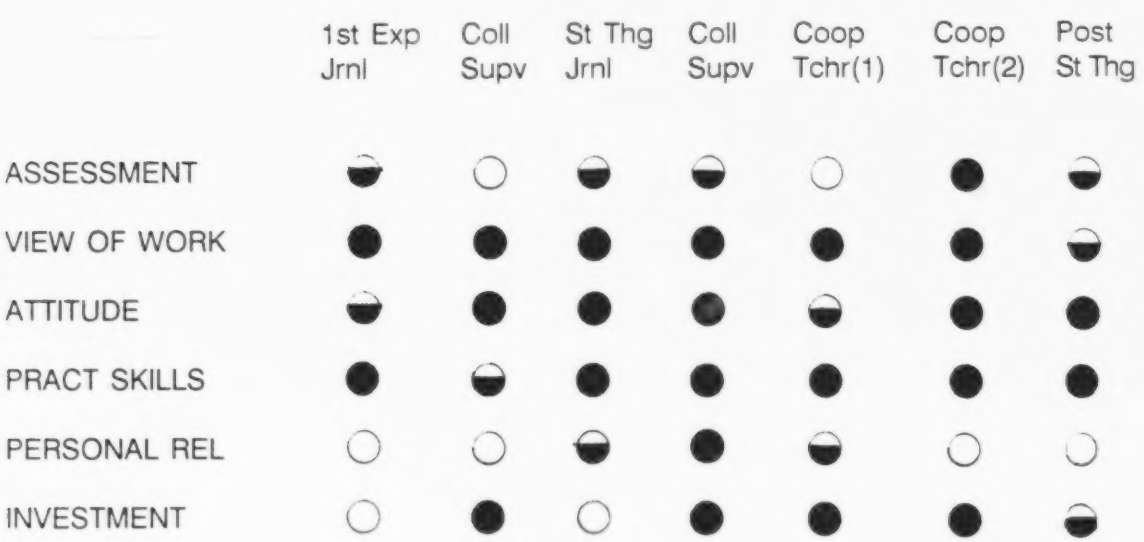
Figure 2.1: Student A. Comparing Student, College Supervisor, and Cooperating Teacher Perceptions in Selected Domains

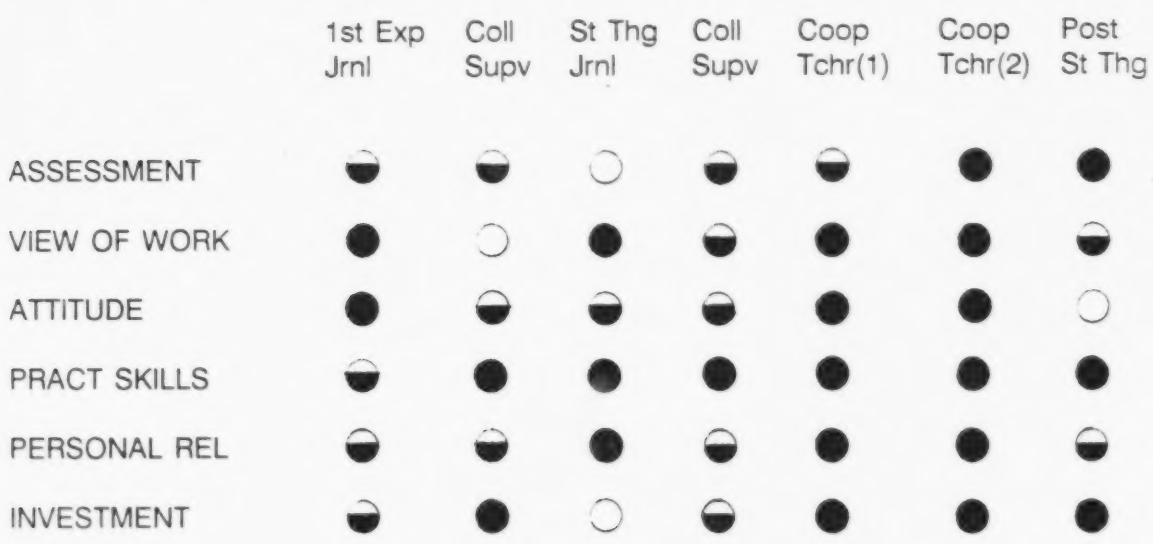


Finally, in order to check supervisor perceptions against the results of the analysis of the students' journals, a comparison of the supervisor perceptions is aligned with the information from the students' themselves. This is pictured in Figures 2.1 and 2.2.

A questionnaire used with the cooperating teachers was structured with a six point Likert type scale. The cooperating teachers' answers regarding the particular

domains were converted to a high, medium or low rating that could be equated with the concerns/priorities of the students they had supervised. Examples of those results are placed on Figures 2.1 for Student A and 2.2 for Student C.

Figure 2.2: Student C. Comparing Student, College Supervisor, and Cooperating Teacher Perceptions in Selected Domains



Subjects

The subjects for this study were Elementary Education majors at Towson State University; three were undergraduates and one was a certification student. The group of four was selected from two sections taking the first major field experience course that involves one full day of participation in a public school classroom plus a follow up

seminar. The individuals involved were willing participants in the project. They agreed to keep journals of their experiences and impressions during their beginning teaching experience. The group also agreed to keep journals during the student teaching semester which followed.

The subjects are typical Elementary Education students at the University. All were white females with above average academic records. They were all full-time students, and only one was a campus resident. Table 1 below gives basic demographic data for the individuals that participated in the study.

Table 1

DEMOGRAPHIC DATA OF SUBJECTS

SUBJECT	AGE	SEX	MARITAL STATUS	SES	GPA
Student A	36	F	M	Mdl/Mdl	3.44
Student B	23	F	S	Mdl/Mdl	2.91
Student C	22	F	S	Upr/Lwr	3.00
Student D	35	F	M	Mdl/Mdl	3.80

Profile Basis

In the following paper, profiles of two subjects, Student A and Student C, are developed in an attempt to move beyond this data in pilot form to reviewing and perfecting student and program analysis; that is, what are the concerns/priorities of

preservice teachers; how can these preservice teacher concerns/priorities be addressed in undergraduate teacher education programs, and are these preservice teacher concerns/priorities similar to the concerns/priorities of first year inservice teachers? Is what we are doing in undergraduate teacher education programs appropriate for first year beginning teachers? Since the socialization of teachers is so complex, it seems relevant to comparatively examine two students in this induction process.

The Profiles

Student A, at thirty-six, was married and the mother of two girls, while Student C was twenty-two years of age and single at the outset of this study. Both women came from working class families. Student A attended elementary and secondary parochial schools in the city and earned a B.S. in Sociology from Towson State University. She worked as a social worker for five years before her marriage and child-raising years. Student C attended county schools; Dundalk Community College, earning an A.A. degree, and transferred to Towson State for her junior and senior years. Both women had a GPA of 3.00 or better at Towson State. Student A was a certification only student, while Student C was a regular undergraduate student; both were commuter students.

Student A and Student C were equally enthusiastic about the prospects of becoming elementary classroom teachers; both students showed initiative and a keen interest in children and teaching. Neither woman was actively involved on campus, but both had engaged in a variety of activities that helped prepare them for their teacher education classes and field experiences. As a young mother, Student A was the

director of a preschool, a substitute teacher and a parent volunteer in her daughters' schools. Student C taught dancing for seven years, had been the superintendent of her Sunday School and had participated in a previous field experience as a volunteer aide while at the community college. The previous experiences of both teachers provided them with readiness. However, their autobiographical sketches and midterm examinations indicated some of their anxieties despite their readiness. Student A was concerned about her decision to change fields and the responsibility of teaching children. As she became more comfortable in her initial field experience, Student A became more and more convinced that she had made the right decision. On the other hand, she also worried about obtaining a position in Baltimore County. She consoled herself with, ". . . then I say to myself I can substitute, there is a need there." Student C was hampered by a lack of self confidence. She originally contracted for "B's" at the beginning of the semester, but once she knew "the ropes," she surged ahead for higher grades. Student C was assigned a placement in open space; she acknowledged, in her midterm examination, that she grew to like teaching in open space areas.

Both Student A and Student C enjoyed their initial field experiences immensely, because they both felt that they were working with excellent role models. Seemingly, both women, from the time they set foot in the classroom as teachers, were naturals. Student A, older, more mature, a mother herself, was warm and nurturing. She managed her classroom easily. Both women were highly organized. Student C appeared to have immediate rapport with children and adults. She was direct, honest

and had a fine sense of humor. Both students left revealing representative lesson plans in their lesson plan folders. Student A reveled in her multicultural unit, even though she has many questions about the assignment at the beginning of the semester. She submitted a lesson plan from that unit. Despite her dislike of mathematics, Student C submitted, as one of her best lessons, a lesson plan for a mathematics class. In summary, the records indicate that both Student A and Student C were excellent prospects for employment as elementary classroom teachers. Using the domains cited earlier in this paper, a brief review of the findings about Student A and Student C will follow.

Assessment

A cooperating teacher wrote, Student A ". . . constantly evaluated herself with an eye toward self improvement. She was not overly concerned with grades or college assessments, and was very receptive to suggestions." Perhaps having been in the work world, she was less threatened by external forces. On the other hand, Student A continuously sought to improve her teaching. This need came from within and was a thread that wove itself through her journals. While Student C had concerns about her abilities as a student, she remained convinced about her need to be a teacher. In making her initial field placement, she wrote, "What the heck? It's worth a shot! I always liked challenges anyway. Sometimes, I think, that I think too highly of myself and my ability to handle challenges." During student teaching, she wrote, "I know I'm the one who has to take the initiative or I'll be observing until March 26!!!" (end of assignment). Both Student A and Student C generally felt confident in their roles as

beginning classroom teachers. Student A reacted to her situations with a critical eye for detail: "How quickly will I learn the children's names?" "I'll have to observe and record them (management techniques) . . . for future use." Student C. on the other hand, younger, with her overwhelming desire to be a teacher, just charged ahead.

View of Work

Student A, having been in the work world and being the mother of two, perceived the work that she had to do differently than Student C. Student A knew what was ahead; Student C did not. Student A seemed to continuously focus on her relationship with children; her work centered around them. An early entry in her Curriculum I field experience read, "This must be like the children coming into a new school; they must have some of these scary feelings. How can I as a teacher help them feel more secure?" Her warmth and nurturing nature served as a motif for her instruction. "I am seeing that risk taking, trying the new, occasionally straying from the regular routine, is all part of good teaching." "I see teaching as a challenge to motivate kids, using props, gimmicks, whatever and if it's fun for them, it'll be fun for me, too!" In commenting on an incident during student teaching, Student A wrote, "This . . . helped me to see that kids aren't being uncooperative but other factors may be affecting their day."

For Student C, her initial fears centered around being organized and not procrastinating. "I will have to get organized and <u>not</u>, absolutely not, procrastinate!" Later, she wrote, "Sometimes, I feel like I will never be totally prepared." Of interest, however, is the gradual change in her perception about her work as a teacher. Her

work tended to become more other oriented. Procrastination was no longer an issue, but rather as she completed classroom duties as a teacher, she reflected more on the kind of work she was doing. Organization for example, appears to have been easier. Toward the end of her second student teaching placement, Student C wrote, ". . . I am learning so much about organization . . . she has such neat systems and I have adopted them and I feel better about my organization."

Practical Skills

Student A was constantly searching for ways to enhance her skill as a teacher. She observed everyone carefully for ideas and jotted them down in her journals faithfully. "Note: A printed schedule would be a nice item for both students and parents." or "Good idea! _____ uses an interesting system, the Bathroom Pass." or "I'm coming across a lot of great ideas to use in the class. I never felt I was a particularly creative person and wondered if that would be a liability to my being a good teacher."

During her field experience and student teaching, Student C underwent a gradual shift in her thinking. At the outset of her work, she was just happy when something worked or seemed to go well. Although she did not have enough material for a language lesson with her third graders, she noted with satisfaction that her fourth "did really well with it (the lesson) and they were very involved in the lesson." The latter lesson she described in detail in terms of her preparation for it, but she made no connections between her lack of preparation for one lesson and the apparent success of the other. In student teaching, Student C was still concerned with what worked or

didn't work in a given lesson, but at the same time she was also beginning to consider motivational ideas as an integral part of her lessons and her management of a group. During her first grade assignment, her second placement while student teaching, she and the media specialist worked together to share the life of Beatrix Potter with her class. The initial lesson in the media center led to student book reviews. At the end of three weeks, Student C concluded that her class "did a fantastic job!" She got good results and gave her students a mutually satisfying long-range goal.

Attitude

Both Student A and Student C were exceptionally positive about their prospects of becoming elementary classroom teachers. Student A wrote in her autobiographical sketch, "At age 36 I am a healthy, happy person eager to rise to all the joys and challenges this new phase of my life will bring." Later, at midsemester, she wrote, ". . . after having the . . . experience, I feel confident I can be an effective teacher that children will respond to and what natural skills I may not possess I can learn from observing good teachers . . ." Prior to beginning her first teaching position, Student A wrote, "Where do I start? Like everything else I set out to do, I'll dig in, and the job will get done."

Student C wrote, after her first day in her Curriculum I placement, "Well, it looks like I will be very, very busy this semester. But, I'm excited about it. Well, I'm so glad that I got such a great class and teacher. I'm looking forward to a pretty good semester with these kids. I am truly enjoying every minute. I think I'm going to like this profession." During student teaching, Student C wrote on the second day of her

first placement, "The kids seem very nice and I already enjoy them." A week later, she wrote, "All I do is observe, observe, observe. I'm bored out of my mind." Finally her supervising teacher suggested that she complete the science unit he had introduced. She wrote, "Science is not exactly my favorite subject. But, I don't care, just as long as I can teach it--I'm happy, happy--more like ecstatic!" Later she wrote, "Well, today was my first full day and it felt terrific!" For the most part, Student C maintained very positive reactions about her preservice field experiences. She only appeared to give way to frustration when she felt she was being held back from actually teaching, as happened during her first placement of student teaching.

Personal Relations

By virtue of her caring manner and maturity, personal relations were not a major concern for Student A. She wrote, "The principal . . . makes me feel very comfortable," early in her Curriculum I field experience. Toward the end of that experience, she wrote, "It's great to have the children like me. I must be doing something right!" or "I enjoyed working with _____ so much. She was an excellent role model . . ." During student teaching, she encountered a few incidences that illustrated for her the possible dilemmas teachers may encounter in the school house. She was reprimanded by the secretary for making too many copies, and she was inadvertently skipped in a special lunch order on a half day. She wrote about both circumstances: "I wasn't surprised when the secretary mildly reprimanded me." ". . . I didn't make a big deal out of it because it wasn't a big deal." When all was said and done, the children kept her going; she wrote, "I'm thriving on the affection they (the children) show me."

Student C did experience some difficulty. Her field experience during the Curriculum I Semester prior to student teaching was superior. She worked with a strong teacher who appeared to recognize her worth immediately. Indeed, the entire building loved her, and she was invited back to substitute teach many times after completing her assignment. She wrote early in that experience, "My supervising teacher is super! She's real enthusiastic about the kids and teaching in general. She's also willing to let me get my feet wet."

Student teaching, on the other hand, was a different matter for Student C. Her first supervising teacher appeared to be reluctant to let her teach. She wrote, "I do not think this is going to work between us. We are COMPLETELY different!!!" Another one of the third grade teachers criticized her for being too loud. Yet another third grade teacher in her second year appeared patronizing to her. Communication with her supervising teacher and the third grade team appeared strained at the outset of her experience. At one point, Student C wrote, "Oh; also, _____ told me that I didn't have control of the class today. Me? I am not bragging, but I have never been told that." The second year teacher continued to irritate her, especially concerning a field trip planned by the team and a series of class plays performed for the team. In addition, there was a problem child on the team; however, on the last day of the assignment, he drew a large, red heart on the blackboard and speaking for the group indicated how much the team would miss her once she left.

Student C liked her second supervising teacher very much, but she also concluded early on in her experience that first graders were not for her. She preferred

older children. Student C also took exception to the complaining among teachers on the first grade team. She wrote, "One thing about the first grade teachers, they all come to our class to complain about any--or every--body, including one another. It kind of gets on your nerves." Ironically, she also wrote, "_____(from the third grade), we are the best of friends, now that I am gone." In reflecting on her personal relations, she noted in her interview that they were of low concern. Usually, she felt she got along well with everyone, but she was willing to battle if necessary to stand up for her rights.

Investment

While others working with them saw Student A and Student C as heavily invested in what they were doing, it was difficult for my colleague and me to discern investment on the part of any one of the four students in the original pilot study. Perhaps beginning teachers do not address directly such issues at the preservice level; commitment was evident, however. Student A wrote, ". . . I hope I can instill that excitement about reading in my students," during the Curriculum I Semester. Later she wrote, "I've caught on fire with some of the same zest to try new ideas. It's so great working as a team with her," about her cooperating teacher. Toward the end of student teaching, Student A wrote, "I realized that a woman can successfully manage a family, home and career. Student C noted during the Curriculum I Semester that one little girl in her class said to her, "'You know, you are always here earlier than the rest of them.'" At one point during student teaching, Student C was ill, but she had her mother drive her to school so she could set up the day's activities for her supervising teacher.

Even during their interviews which followed their student teaching and graduation, the students did not articulate their commitment or sense of investment in their new found profession. It was as if investment was understood and simply not an issue of debate. Both students did what they had to do because they wanted to do so and it was expected.

Conclusions and Implications

Several tentative conclusions can be made about Student A and Student C and their profiles in the pilot study. This qualitative study has attempted to describe some of the priorities of teacher-in-training. A great deal of data has been amassed, some useful, some not. The investigators of this study still believe that an intensive examination of student journals can be enlightening. If this examination could be carried forward through the first year of teaching for the beginning teacher, that data might also prove useful to the profession. How to fully study the data gathered from journals continues to remain a question. The coding system devised for this study may have quantified the data too quickly as evidenced by the results of the pilot study. Some domains, investment, for example, did not yield significant information. The computer age may help us in the future, but many program forms and materials do not always appear to be consistent. Such consistency would help investigators as they gather information about students in given programs.

Preparing profiles about two different students was illuminating. Their results may or may not be representative of most elementary teacher education students; however, their evolution as professionals was evident in their journal entries.

Both Student A and Student C came to their teacher education courses and their field experiences from different vantage points. As a certification student with a previous career, being married and having a family, Student A possessed more insight about what lay ahead of her as she reentered the work force and changed careers. However, her satisfaction was evident toward the end of student teaching when she realized that she could put a marriage, a family and a career together successfully. Both students were positive about their various teacher education experiences and the growth it afforded them. Perhaps Student A's maturity made her evolution as a teacher less dramatic than Student C's, but it was still equally evident.

From an initial interest in getting a handle on her work, Student C began to perceive what was involved in her work as a teacher. Throughout her field experiences, she maintained a generally positive attitude about her situation, which might be considered an earmark of her later success as a classroom teacher. Her lack of confidence as a student and her incomplete picture of what is entailed in being a classroom teacher hampered her personal relations with fellow teachers. However, that changed as she acquired more poise and skill as a teacher. Being a neophyte is hard on one's psyche! College and university instructors spend great amounts of time discussing professionalism, which was not a priority or concern of the students in this pilot study.

Implied in this paper is the continuing need to think of and rethink the ways and means to better know those persons who travel through our teacher education programs. Journals, for example, provide a wealth of personalized information, but

given the press of time, how can we best attack that information? Program records, because of lack of consistency, do not always provide appropriate information. Also, interview data after the fact does not always provide appropriate information. Teacher education programs will be more effective when we personalize them to more appropriately meet the needs of the students. Continuing qualitative research is necessary.

APPENDIX

Appendix I

CATEGORY SYSTEM FOR JOURNAL ENTRIES

VIEW OF WORK

- Indicate theory to practice
- Reflects on child development
- Notes problem sense
- Reflection on teaching/planning
- Interprets child behavior
- Notes organization of class
- Contrasts teaching situations
- Getting "handle" on the work

PRACTICAL SKILLS

- Idea gain
- Idea confusion
- Something works or doesn't work
- Fitting into system
- Observation/description of an idea or skill

ATTITUDE

- Positive reaction to situation
- Frustration or negative reaction to situation
- Anxiety, suspicion or doubt about situation
- Empathy with other
- Objective outlook

INVESTMENT

- Indicates missionary zeal and spirit
- States a commitment to teaching
- Indicates concern over drive/ interest
- Notes negative drive

PERSONAL RELATIONS

- Friendly or negative interaction with child
- Friendly or negative interaction with teacher
- Interacts with parents or others
- Reflects on problems with others

ASSESSMENT

- Assesses self (positive or negative)
- Assesses others
- Assesses the system
- Notes assessment from others

Appendix II

STUDENT INTERVIEW SCHEDULE

1. ASSESSMENT

   a. How do you assess yourself as a teacher?
   b. How do you think others assess you?
   c. !s this area of assessment a major concern of yours?

2. VIEW OF WORK

   a. Does your preparation for teaching connect with the work you are doing in your classroom now?
   b. How often does theoretical principle affect your work in school? In what way does theory affect your practices in teaching?

3. PRACTICAL SKILLS

   a. Are tricks of the trade still of interest to you? Are these a highly important dimension of teaching.
   b. Would you say the tricks, nifty ideas, and gimmicks that keep children busy and the classroom stable, are extremely important to you at this time in your development as a teacher?

4. ATTITUDE

   a. What are some of your personal reactions to teaching?
   b. Does your attitude toward school and teaching occupy your thoughts much?

5. PERSONAL RELATIONS

   a. Thinking about personal relations in the school house, what is your situation?
   b. Are personal interactions a major concern of yours?

6. INVESTMENT

   a. Do you want to remain in teaching?
   b. Teaching is hard work. Do you find yourself committed to this as a career?

Appendix III

QUESTIONNAIRE FOR COOPERATING TEACHERS

Student_____ Semester_____ Cooperating Thr._____

1. **ASSESSMENT OF SELF** (This seems to be a strong concern for many students but not all. They frequently ask about how they are doing and give evidence of anxiety when someone is going to observe.)

   a. If _____ showed that assessment (evaluation, rating etc.) was a major concern, to what extent was it?

   High 6 5 4 3 2 1 Low Unk

   b. If he/she did comment often or indicate self assessment was on his/her mind, to what extent was it?

   High 6 5 4 3 2 1 Low Unk

   c. Did she comment or show that assessment by others (cooperating teacher, principal, college supervisor) was on his/her mind?

   High 6 5 4 3 2 1 Low Unk

   d. To what degree did _____ comment on the assessment of his/her colleagues, on schools in general, or on college?

   High 6 5 4 3 2 1 Low Unk

2. **VIEW OF WORK** (Learning to teach is a combination of (1) applying theories to classroom objectives and tasks, and (2) getting hold of practical recipes and techniques that will keep things on an even keel. Some students seem to have more flair for one or others seem occupied with the other.)

   a. How much of a grasp of educational theory (principles of motivation, child development stages, reinforcement and the like) did _____ appear to possess?

   High 6 5 4 3 2 1 Low Unk

   b. Was the idea of theory to practice a major priority or concern?

   High 6 5 4 3 2 1 Low Unk

   c. How receptive was _____ to gathering, trying out, or listening to the practical ideas and tricks of the classroom?

   High 6 5 4 3 2 1 Low Unk

d. Would the business of gathering a "bag of tricks" and nifty ideas for classroom use be a high priority for _____?

High 6 5 4 3 2 1 Low Unk

e. Which of the following would describe _____'s priorities best?

(1) keeping children busy, quiet and on task. _____

(2) thinking about the long term development and higher order skills. _____

3. **ATTITUDE** (Disposition toward school work, teaching and children is a fairly easy thing to discern. Most students do not hide this long from colleagues and supervisors.)

a. Was attitude registered by _____ often? Yes No

b. How positive was the attitude displayed?

High 6 5 4 3 2 1 Low Unk

c. How much did _____ indicate or show that attitude was a concern?

High 6 5 4 3 2 1 Low Unk

4. **PERSONAL RELATIONS** (Another thing that is fairly easy to discern is the personal relations and interaction style of persons.)

a. How highly developed (skillful) were _____'s personal relations practices?

High 6 5 4 3 2 1 Low Unk

b. If personal relations was a concern to him/her, how often did it appear in conversation, comment or conference?

High 6 5 4 3 2 1 Low Unk

5. **COMMITMENT TO TEACHING** (We find some students growing in their commitment to teaching and others changing their minds about it.)

a. To what extent did the idea of commitment to teaching come up with ____?

High 6 5 4 3 2 1 Low Unk

b. How much commitment do you detect on _____'s part?

High 6 5 4 3 2 1 Low Unk

Kindly make notes on any of the above. Please use reverse side. Thank you very much for your time.

Appendix IV

COLLEGE SUPERVISOR INTERVIEW SCHEDULE

1. ASSESSMENT

   a. How do you think _____ assessed herself as a teacher?
   b. How do you think she thought others assessed her?
   c. Was this a major concern of hers? Minor concern? Minimal?

2. VIEW OF WORK

   a. Do you think _____ thought her preparation for teaching connected with the work she was doing in the classroom?
   b. Is there evidence she was relating theory and practice?
   c. Did she reflect on child development, value of motivation, etc.? How much of a major concern was it?

3. PRACTICAL SKILLS

   a. Everyone needs a bag of tricks and handy devices to help out in the classroom, but teaching is more than that. Do you think that gimmicks and tricks of the trade dominate _____'s style and focus? Does she think that keeping children busy is better than long term development?

4. ATTITUDE

   a. What do you think _____'s general attitude was toward teaching?
   b. Do you know any of her personal reactions toward school and teaching?
   c. Was attitude registered frequently or not?

5. PERSONAL RELATIONS

   a. Thinking about personal relations in the school house, what do you think _____ thought her situation was?
   b. Was this a major concern to her during the experience?

6. INVESTMENT

   a. What is _____'s commitment to teaching? Is she in it to stay? What makes you think that?
   b. Do you detect any mission spirit towards work with schools and children?

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